**Lesson Name:**

Character Characteristics

**Instructional Objectives:**

The learner will define and identify the main character from the book by making a character graphic organizer.

Tennessee Curriculum Standards-Reading

Learning Expectation: 1.13 Experience various literacy and media genres.

Accomplishment: 3.1.13 Experience various literacy and media genres.

d. Define and identify the characters.

**Materials and Media:**

*Ira Sleeps Over* by [Bernard Waber](http://www.commonsensemedia.org/reviews/bernard-waber)

Teddy Bear-Cheesy

Character Graphic Organizer

Pencil

**Lesson**

**Set (Introduction):**

The teacher will start by asking the students if they had something that meant a lot to them when they were younger, like a blanket, teddy bear, etc. We will talk about the different things they had/have. Each student will get an opportunity to talk. The teacher will show an item that was important to them when they were younger, teddy bear. The teacher will tell them that they are going to be talking and doing an activity with the character from, *Ira sleeps over*.

**Instruction (Body):**

**Pre-Reading**

At the beginning of Reading Workshop we will be reading, Ira sleeps over. We will be focusing on characters and their traits. We will begin by talking about the items that are important to them or an item that was close to them when they were younger. The teacher will say, “Do any of you have an item that you loved and were very attached to when you were younger?” We will talk about this and give every child an opportunity to discuss their special item and why we have these special items. I will show them my teddy bear that I always had to have, Cheesy. We will talk about how babies and children have these items and what they do with them. The teacher will say, “This is my teddy bear I had as a child. I brought him everywhere I went. I played tea party, dress-up, and played outside with him. I would sleep with him every night. Can any of you relate to that?” We will discuss this and then I will show them the front of the book and say, “What do you think this book is going to be about?” We will discuss this and then the teacher will say, “Okay, let’s find out”.

**During Reading**

The teacher will begin reading the book. I have marked three pages where the teacher will stop and ask the students questions. The teacher will say, “What do you think will happen next?” We will discuss this, and then begin reading again. We will do that until the book is over.

**Post Reading**

The teacher will ask, “Did you like that book? What would you of done different? What did you think about Ira?” We will discuss the book in detail and every child should have an opportunity to talk about Ira and the events in the book. I will hand out the character graphic organizer. Each child will do it individually. The directions are clear and easily understandable on the organizer. If time permits, they may color their character.

**Closure (Conclusion):**

After they have finished the graphic organizer, the teacher will give them time to share. They will each be given time to stand up and talk about Ira. The teacher will ask them questions about their organizer, “What did you say was important about Ira, Did you like Ira?” When they have all told about their Ira graphic organizer, the teacher will say, “Did you like the character graphic Organizer? Can you think of another character that we could do this for?”

**Assessment and Evaluation:**

The teacher will take up the graphic organizer. To check for comprehension and understanding, the teacher will read the answers the students wrote. The teacher will pay more attention to the questions that ask about the character and the personality and pay less attention to the questions that ask about the physical aspects of Ira. The teacher will make sure that the student demonstrated defining and identifying Ira.

**Reflection of Candidate:**

The students seemed to really enjoy this activity. They all showed big improvement in understanding what a character is and defining it. They were all very excited to show their work to me and their classmates. They all talked about different things and said different things were important to them. The next time I use this activity, I would pick a book that has a more developed character.